DOCUMENT RESUME

ED 429 025 SO 030 643

AUTHOR Sandoz, Robert J.; Vadenais, Kim Rocha
TITLE Evaluating and Educating - 2000: Is Your Catholic School System Ready? Our Lady of Lourdes Catholic School and Family Partnerships Survey.
PUB DATE 1998-09-00
NOTE 49p.
PUB TYPE Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Catholic Educators; *Catholic Schools; Elementary Education; Evaluation; *Parent Attitudes; Parent Participation; *Parent School Relationship; Parent Workshops; Religious Education; School Surveys

ABSTRACT

Parents attitudes towards traditional Catholic education at Our Lady of Lourdes School (Raleigh, North Carolina) were explored in this study. From 315 surveys sent home to parents, 193 were returned completed. The survey was designed to gather information to improve the partnerships among schools, families, and communities and to prepare Catholic school leaders to satisfy the pedagogical challenges Catholic school students will enccunter in the next millennium. The questionnaire contained nine questions and 75 statements that requested parents' responses to the following: (1) Parent attitudes toward their children's school; (2) school subjects parents wanted to know more about; (3) the frequency of various forms of parent involvement in children's education; (4) the degree to which school programs and teacher practices informed and involved parents/guardian in children's education; (5) the workshop topics parents would select; (6) times of day parents preferred school meetings or conferences; (7) the amount of time children spent on homework; (8) parents helping children with homework; and (9) background information about parents education, work, and family size. Respondents' attitudes toward the school were viewed as "positive." Concluding the study is the School and Family Partnerships questionnaire, results of the survey, and a 39-item bibliography. (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 429 025

Evaluating and Educating - 2000: Is Your Catholic School System Ready? Our Lady of Lourdes Catholic School and Family Partnerships Survey.

by
Robert J. Sandoz
and Kim Rocha Vadenais

SO 030 643

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Kim Rocha Vadenais

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Our Lady Of Lourdes Catholic School
School & Family Partnerships Survey

Evaluating & Educating - 2000
Is Your *Catholic School System* Ready?

ABSTRACT

The purpose of this study was to explore the attitudes of parents and or guardians in response to Traditional Catholic Education at Our Lady Of Lourdes School, Raleigh, North Carolina. The School, Family Partnerships Surveys were distributed in September 1998, to 315 families of the 533 children who attend Our Lady Of Lourdes School. One child per family delivered the survey home to the parent or guardian who had the most contact with Our Lady Of Lourdes School. The respondents were asked to base their answers on the oldest child attending Our Lady Of Lourdes School. 61% or 193 surveys were returned completed. The School, Family Partnerships Survey was the instrument selected for this study.

The School, Family Partnerships Survey is a self administered questionnaire designed on a one page scantron sheet that contains nine questions and seventy-five statements which requests the parent/guardian responses on the following: 1) parent/guardian attitudes toward their children's school; 2) school subjects parents/guardians wanted to know more about; 3) the frequency of various forms of parent/guardian involvement in children's education; 4) the degree to which school programs and teacher practices informed and involved parents/guardian in children's education; 5) what workshop topics parents/guardians would select;

6) times of day parents/guardians preferred for school meetings or conferences; 7) amount of time children spent on homework; 8) parents/guardian helping children with homework; and 9) background information about parent/guardians education, work, and family size. This survey was designed for educational research and for improving the partnership between schools, families and communities.

Our Lady Of Lourdes School was the first Traditional Catholic School in the country to use the School, Family, Partnerships Survey Instrument. The data obtain from this survey was summarized using SAS software. Respondents' attitudes toward Our Lady of Lourdes School were viewed as "positive" with 76% of the respondents being college graduates.

Acquiring the most recent parent and or guardian attitude(s) toward an academic institution such as Our Lady Of Lourdes School, examines, the strengths and weakness of the Catholic educational program being offered to the Catholic Community of Raleigh, North Carolina and will prepare Catholic School Leaders to satisfy, the pedagogical challenges our Catholic school students will encounter in the next millennium. A complete survey summary of this study is reported at the end of this article.

Authors:

Robert J. Sandoz, OFM
Associate Pastor
St. Francis of Assisi
Raleigh, North Carolina
919-847-8205 ext.223

Kim Rocha Vadenais, E.d.D. ABD
Doctoral Candidate
North Carolina State University
Raleigh, North Carolina
919-847-3450

December 1998

Our Lady Of Lourdes School is a Catholic School in the Diocese of Raleigh, North Carolina. The school began accepting students for the Fall term of the 1954-55 academic year; with The Sisters of Holy Cross of Washington, DC providing the faculty. Presently, The Sisters of Notre Dame from Chardon, Ohio oversee the 1998-1999 school enrollment, of 533 students. There are two classes at each grade level from Kindergarten through Grade 8. Kindergarten has 29 students and Grades 1-8 have 30 students in each class. The mission of Our Lady Of Lourdes is to ensure learning for all its students within the framework of Christian principles; consistent with their needs, interests, and abilities. Our Lady of Lourdes School prepares student to live in this changing world as self-directing, responsible citizens. OLL objectively strives as an outstanding academic institution within a prayer environment, enriched with Catholic traditions and values. Our Lady of Lourdes School is dedicated to promoting the four fold purposes of catholic education; message, community, services, worship. Thus, teaching as Jesus taught and serving others.

The most important element of Our Lady Of Lourdes School is its investment in people that fosters effective results for everyone. 86% of the OLL survey respondents tell their child how important Our Lady Of Lourdes School is, 85% of the students attending Our Lady Of Lourdes School are academically top and or good students, 93% of the children "like" Our Lady of Lourdes School, 96% of the

respondents speak about OLL to their oldest child attending. Our Lady Of Lourdes School is truthfully committed to its students, parents and the community.

In 1992, The National Catholic Educational Association conducted a survey. The objective of the study was to compare the attitudes of the general public regarding parental choice of schools, to that of a Roman Catholic. The total general respondents were 1239. Of those responses, 492 were identified as Roman Catholic. On a grading scale of A, B, C, D & F, 52% of the (492) Roman Catholic respondents graded Catholic Schools in their community with a B letter grade and 56% of the (1239) total general respondents graded Catholic Schools in the nation with a B letter grade.

84% of the respondents participating in the Our Lady Of Lourdes School survey, identified Our Lady Of Lourdes as a very good school. "VERY GOOD" can be associated with the letter grade(s), B+ and or A-. These letter grades identify Our Lady Of Lourdes School, above the national and community norm as reported in the NCEA 1992 survey. Our Lady Of Lourdes always strives to provide educational excellence for students, parents and community.

Shore (1994), states' parents are often faced with the task of evaluating how a school performs in a community. They may be relocating and want to move to a community with a first rate school system. Or, they may live in a community that gives them a choice about which school they want to attend. Parents and guardians need to recognize the strengths and weakness of their child's present Catholic school; to improve the quality of the school and the education it provides the

children. Catholic school leaders may recognize this parent and or guardian concern from a school administered survey. A Catholic school survey encourages the participants to anonymously express ideas, concerns and attitudes about their child's school and education. It is a means of communication that forces the issue of thinking.

"Attitudes communicated in the educational arena are considered variously as things about students to be changed, views that should be imparted within classrooms and schools, important outcomes of schooling, predictors of academic achievement, indicators of program effectiveness, or entities that policies should influence" (Kifer, 1992). Parental attitudes do effect children's learning ability and their acceptance of a school (Barbour & Barbour, 1997).

Students have a higher desire to achieve in a Catholic school learning environment because the learning is considered a mission. Rather then being something they must do or something they do under duress, students in a Catholic learning environment are encouraged to see themselves as fulfilling a mission given to them by Jesus at this time in their lives. All Catholic children are baptized and are called to a mission. Children are led to an understanding that theirs is a mission to study. This "studying" is a service that they are giving to the Church and its Catholic Community, so that once the students are finished they may enter the larger Catholic Community in service. Learning and studying are important variables in strengthening the fabric of our educational and church communities. Parents play a primary role in the development of children's study

habits, learning behaviors, and ideals about school in the community. "Parents are the child's first teachers. They help explore the world around them" (Havighurst, Lall & Lall, 1983).

In his apostolic exhortation, Pope John Paul II (1981), stated "Parents must be acknowledged as the first and foremost educators of their children. Their role as educator is so decisive that scarcely anything can compensate for their future in it." Research also finds that parental attitudes toward education have a significant effect on their children's educational achievements and attainment. A recent study suggests that families may be more important than either peers or faculty members in influencing a student's academic decisions (Bank, Biddle and Slavings, 1990).

Why is parental involvement effective in influencing attitudes and behaviors?

The primary hypothesis is those parental involvement results in higher level of social capital (Coleman & Hoffer, 1987). Children who relate well with their parents and who view them as interested in their progress generally have higher self-concepts than children who do not perceive their parents in this manner (Martin, 1975). Often, the Catholic child's school experience is accompanied by additional social and religious experiences. These social events and religious events, attached to a religious holiday or significant remembrance once again brings the student into contact with the relationship between learning and faith; between study and mission; between school life and church life. All of these elements taken into consideration help to increase the desire in a student to achieve in the Catholic

learning environment. Parental interest in the child also may increase the child's motivation to achieve (Purkey & Smith, 1983).

According to Convey (1992), "Parental involvement in education assumes at least two forms. One form is the direct interaction the parent has with the child. Activities associated with this form include keeping track of the child's progress by assisting with or monitoring the child's homework and studying, talking with the child about school and personal problems, encouraging the child to excel, knowing the child's whereabouts, and knowing his or her friends. The second form of involvement is the participation of the parent in school activities. The parent interacts directly with the educational environment of the child. This interaction assists to increase the parent's understanding of that environment and the parent's commitment to the school. This involvement of the parent with the school is a sign to the child of the parents interest. Parental involvement in this sense includes attending parent-teacher conferences and school functions, talking with teachers at school activities, serving on school organizations, working on school projects, assisting the school in fund raising, and volunteering for activities that directly support the school's instructional program." Parent involvement is an essential component of an excellent school (Anderson, 1985).

92% of the respondents from Our Lady Of Lourdes School survey are actively involved in fund raising, 94% help out at OLL, 85% attend school meetings and 60% participate in various school committees. These numbers represent a strong bond between Our Lady of Lourdes School and the parents of the children

who attend. According to Brown (1989), when parents are involved in their children's education, both children and parents are likely to benefit. Researchers report that parent participation in their children's schooling frequently enhances child's self esteem, improves the children's academic achievement and helps the parents to develop positive attitudes toward the school. Parents and or guardians have the capacity to encourage a steady, positive attitude for catholic education on a consistent basis for the children. Parents who show a sincere interest in the child are likely to instill an enduring curiosity in the world around us. Children learn intuitively that learning does not end. Rather, learning is a continuous part of daily living. This attitude of continuous learning is a disposition that, once learned, is one in the life of a child forever. Once the child understands that fulfilled life includes learning, it remains with the child always. While teachers and other significant adults can occasion in the life of a child, the influence of a parent is unparalleled.

"The parent is the child's first and most enduring teacher. Schools need to build upon that role. A strong partnership between the home and school is needed if quality education is to be provided to all children" (ADOE, 1989). Catholic education provides a strong home-based partnership. Home-school communication with the School, Family Partnerships Survey instrument allowed for the exchange of information between the parent, guardian, and Our Lady Of Lourdes School. This communication serves as the foundation for all other home-school partnership activities (Chrispels, 1987). Collectively all these elements can cultivate educational accomplishments for students attending catholic schools.

Catholic school education remains an alternative forum of instruction for young people. Regular assessment of Catholic School Systems, provides the opportunity for Catholic School Leaders to render ongoing educational readiness for students. The curriculum and values communicated to these students arranges for another vantage point for addressing the critical issues that will be ours in the next millennium. Students educated in this environment are exposed to a unique and different set of expectations for life as individuals and for us as a people. This uniqueness and this difference is necessary to meet the needs of a new century. These alternative educational objectives fit these young people to bring new and fresh ideas to the solutions table of tomorrow. Catholic school education, taken among all the other non-public sector schools, brands an invaluable contribution to the fabric of culture and society of tomorrow.

The curriculum, school environment and culture of Catholic schools is designed for our students; who are our future leaders. Catholic school education is a choice and students realize the importance of applying themselves to the task of learning in a spiritual environment. Catholic schools offer to the larger society a viable and fruitful source of spiritually for daily living. Many situations of concern among us as a people have a spiritual dimension. Catholic schools make issues spiritual obvious and clear. It is part of the curricula of every Catholic school. This spiritual point of view can bring untold benefits to the larger population of a community.

Our Lady Of Lourdes School staff and community feel that God has brought everyone together for a common purpose: to deepen the understanding of our Catholic faith in a secure academically enriched environment. Understanding and explaining how specific attitudes are formed and how they change in a school environment is always of interest to Catholic School Leaders. It is the responsibility of our present Catholic School Leaders to provide, ensure and secure a learning experience that will prepare our students for the educational challenges and developments for the next millennium. Our Catholic school systems were designed to meet the developmental needs and learning skills of all students and requires continuous parental / guardian, family and community feedback on a daily / yearly basis. This parental / guardian support encourages a school, family, and community partnership. This term emphasizes that everyone shares in the Catholic educational responsibility of the children. "Establishing meaningful partnerships with parents and other citizens in the community is best achieved by schools which plan their parent involvement efforts. The planning process involves surveying parent / community attitudes and interests and seeking their opinions and reactions to their child's school" (Boren, 1984).

Investigating attitudes through the use of a survey instrument, for program evaluation, is important to understand; what the parent and or guardian attitudes are, how they function, where they develop, and how they change, for the permeation of Catholic educational research. Future evaluations of all Catholic

school educational programs will help expand the horizons of our Catholic educational system, right through the twenty-first century.

Anderson, C. S. (1985). The investigation of school climate. Austin, G. R., & Garber, H. (Eds.) Research on exemplary schools. New York: Academic Press.

Arizona State Dept. of Education, (ADOE). (1989). Planning for Parent Involvement. A Handbook for Administrators, Teachers, and Parents. Parent Participation for Effective Schools. Phoenix, AZ. (ERIC Document Reproduction Service No. 321 897)

Bank, B.J., Slavings, R.L. and Biddle, B.J. (1990). Effects of peer, faculty and parental influences on student's persistence. Sociology of Education. July. (208-225).

Barbour, C. & Barbour, N. (1997). Families, schools and communities, building partnerships for educating children. Upper Saddle River, New Jersey: Prentice Hall.

Boren, J. and others. (1984). Parent Involvement Handbook. Harrisburg, PA: Department of Education.

Brown, P.C. (1989). Involving parents in the education of their children: (ERIC Document Reproduction Service No. 308 988)

Chrispeels, J. (1985, 1987 November). Home school relations planner. San Diego, CA: San Diego County Office of Education.

Coleman, J.S. (1966). Equality of educational opportunity. Washington, DC: U.S. Government Printing Office.

Coleman, J.S. (1991). Policy perspectives: Parental involvement in education. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Coleman, J.S., & Hoffer, T. (1987). Public and private high schools: The impact of communities. New York: Basic Books.

Comer, J.P. (1980). School Power: Implications of an intervention project. New York: Free Press.

Convey, John J. (1992). Catholic Schools make a difference: Twenty Years of research. NCEA, Washington, DC.

Dinkmeyet, D. & Drekurs, R. (1963). Encouraging children to learn: The encouragement process. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Downie, N.M. (1967). Fundamentals of measurement: Techniques and practices. New York: Oxford University Press.

Epstein, J.L. (1992a). School and family partnerships. In M.C. Alkin (Ed.), Encyclopedia of Educational Research: 4(6) pp. 1139-1151. New York: MacMillan.

Epstein, J.L. (1992b). School and family partnerships (Report No. 6). Center for Social Organization of Schools. Baltimore, MD: Johns Hopkins University.

Epstein, J.L. & Salinas, K.C. (1993). School and partnerships: Surveys and summaries. Baltimore, MD: Johns Hopkins University.

Epstein, J.L., Salinas, K.C. and Horsey, C.S. (1994). Reliabilities and summaries of scales: School and family partnership surveys of teachers and parents in the elementary and middle grades. Baltimore, MD: Johns Hopkins University.

Garry, R. (1970). The nature and conditions of learning. Englewood Cliffs, NJ: Prentice-Hall.

Havighurst, R.J., Lall, B.M. and Lall, G.R. (1983). Ways children learn what do experts say? Springfield, IL: Thomas Books.

Jones, H.H. & Gerard, H.B. (1959,1967). Foundations of social psychology. New York: John Wiley & Sons.

Kealey, R.J. (1986). The present task: Thinking and valuing skills. Momentum, 17 (3), 14-16.

Kellaghan, T., Sloane, K., Alvarez, B., and Bloom, B.S. (1993). The home environment and school learning: Promoting parental involvement in the education of children. San Francisco, CA: Jossey-Bass.

Kifer, E. (1992). Attitude Measurement. In M.C. Alkin (Ed.), Encyclopedia of Educational Research: Vol. 4. (6th ed., pp. 107-114). New York: MacMillan.

Krech, D. & Crutchfield. (1948). Theory and problems of social psychology. New York: McGraw-Hill Book Co.

Martin, B. (1975). Parent-child relations. Horowtiz, J.D. (Ed.) Review of child development research. (Vol. 4) New York: Sage.

National Catholic Educational Association (1992). The People's Poll on Schools and School Choice: A New Gallup Survey:Washington, DC.

National Conference of Catholic Bishops (1972). To teach as Jesus did. Washington, DC: United States Catholic Conference.

National Conference of Catholic Bishops (1979). Sharing the light of faith: National Catechetical Directory for Catholics of the United States. Washington, DC: United States Catholic Conference.

National Education Commission on Time and Learning. (1994). Prisoners of time. Washington, DC. U.S. Government Printing Office.

Oppenheim, A.N. (1966). Questionnaire design and attitude measurement. New York, NY: Basic Books, Inc.

Paul, Pope John, II (1981). Familiaris Consortio

Purkey, S.C., & Smith, M.A. (1985). Educational policy and school effectiveness. Austin, G.R., & Garber, H. (Eds.) Research on exemplary schools. New York: Academic Press.

Sennett, R. & Cobb, J. (1972). The hidden injuries and class. New York: Vintage Books.

Senge, P.M. (1990). The fifth discipline. New York: Doubleday & Company, Inc.

Shaw, M.E. & Wright, J.M. (1967). Scales for the measurement of attitudes. New York: McGraw-Hill Book Company.

Shore, K. (1994). The parents' public school handbook. New York: Simon & Schuster.

Spauding, S. (1989). Comparing educational phenomena: Promises, prospects and problems. In A. Purves (Ed.) International comparisons and educational reform (pp. 1-17). Washington, DC: Association for Supervision and Curriculum.

Travers, R.M.W. (1978). An introduction to educational research. New York: MacMillan Publishing Co. Inc.

SCHOOL AND FAMILY PARTNERSHIPS SURVEY

MARKING INSTRUCTIONS
- Use pen or pencil, but do not use red.
- Make dark marks that fill oval completely.
- Make erasures cleanly.

RIGHT MARK ●

This survey should be answered by the Parent or Guardian who has the most contact with this school about your child. ***If you have more than one child attending this school, please answer the questions on this survey about your oldest child at this school.***

Is your oldest child a:
○ Boy ○ Girl

This survey is being used at my child's:
○ Year-round school ○ Traditional school

Who is filling out this survey? Please mark if you are. . .
○ mother ○ father ○ stepmother ○ stepfather
○ aunt ○ uncle ○ grandmother ○ grandfather
○ guardian ○ other relative ○ other *(describe)* _____

Q1. We would like to know how you feel about this school right NOW. This will help us plan for the future. ***Please mark one choice for each statement.***

How do you feel about these?

	4 Agree strongly with the statement	3 Agree a little with the statement	2 Disagree a little with the statement	1 Disagree strongly with the statement
a. This is a very good school.	○	○	○	○
b. The teachers care about my child.	○	○	○	○
c. I feel welcome at the school.	○	○	○	○
d. This school has an active parent organization (e.g., PTA/PTO).	○	○	○	○
e. My child talks about school at home.	○	○	○	○
f. My child should get more homework.	○	○	○	○
g. Many parents I know help out at the school.	○	○	○	○
h. The school and I have different goals for my child.	○	○	○	○
i. I feel I can help my child in reading.	○	○	○	○
j. I feel I can help my child in math.	○	○	○	○
k. I could help my child more if the teacher gave me more ideas.	○	○	○	○
l. My child is learning as much as he/she can at this school.	○	○	○	○
m. Parents at this school get involved more in the younger grades.	○	○	○	○
n. This school is known for trying new programs.	○	○	○	○
o. This school views parents as important partners.	○	○	○	○
p. The community supports this school.	○	○	○	○
q. This school is one of the best schools for students and for parents.	○	○	○	○

Q2. Some families want more information about what their children are learning in each subject. ***Mark which SUBJECTS you want to know more about to help your child.***

○ Math skills ○ Social Studies ○ Current Events
○ Reading skills ○ Science ○ Study skills
○ Writing stories ○ Handwriting ○ Other *(describe)*
○ Spelling ○ Speaking skills _____

Q3. Families get involved in different ways at school or at home. Which of the following have you done this year with the OLDEST CHILD you have in this school? ***Please mark one choice for each item.***

	4 Have done this many times this year	3 Have done this a few times this year	2 Have done this one or two times this year	1 Do not do this or have not yet this year
a. Talk to my child about school.	○	○	○	○
b. Visit my child's classroom.	○	○	○	○
c. Read to my child.	○	○	○	○
d. Listen to my child read.	○	○	○	○
e. Listen to a story my child wrote.	○	○	○	○
f. Help my child with homework.	○	○	○	○
g. Practice spelling or other skills before a test.	○	○	○	○
h. Talk with my child about a TV show.	○	○	○	○
i. Help my child plan time for homework and chores.	○	○	○	○
j. Talk with my child's teacher at school.	○	○	○	○
k. Talk with my child's teacher on the phone.	○	○	○	○
l. Go to PTA/PTO meetings.	○	○	○	○
m. Check to see that my child has done his/her homework.	○	○	○	○
n. Volunteer at school or in my child's classroom.	○	○	○	○
o. Go to special events at school.	○	○	○	○
p. Take my child to a library.	○	○	○	○
q. Take my child to special places or events in the community.	○	○	○	○
r. Tell my child how important school is.	○	○	○	○

Q4. Schools contact families in different ways. ***Please mark one choice to tell if the school has done these things THIS YEAR.***

	3 School does this very well	2 School Does this, but could do better	1 School Does not do this
a. Help me understand my child's stage of development.	○	○	○
b. Tell me how my child is doing in school.	○	○	○
c. Tell me what skills my child needs to learn each year.	○	○	○
d. Have a parent-teacher conference with me.	○	○	○
e. Explain how to check my child's homework.	○	○	○
f. Send home news about things happening at school.	○	○	○
g. Give me information about how report card grades are earned.	○	○	○
h. Assign homework that requires my child to talk with me about things learned in class.	○	○	○
i. Send home clear notices that I can read easily.	○	○	○
j. Contact me if my child is having problems.	○	○	○
k. Invite me to programs at school.	○	○	○
l. Contact me if my child does something well or improves.	○	○	○
m. Ask me to volunteer at the school.	○	○	○
n. Invite me to PTA/PTO meetings.	○	○	○
o. Ask me to help with fund raising.	○	○	○
p. Include parents on school committees such as curriculum, budgets, and school improvement.	○	○	○
q. Provide information on community services that I may want to use.	○	○	○

Kim Rocha VALENAIS
Author
Copyright Pending
12-98

Survey form designed and printed by Data Capture Solutions 1-800-254-2925

PLEASE CONTINUE ON REVERSE

BEST COPY AVAILABLE

Q5. Some families want to attend WORKSHOPS on topics they want to hear more about. *MARK THE ONES that interest you. . . or suggest a few . . .*

- ○ a. How children grow and develop at my child's age.
- ○ b. How to discipline children.
- ○ c. Solving school problems and preventing dropping out.
- ○ d. Preventing health problems.
- ○ e. How to deal with stress.
- ○ f. Raising children as a single parent.
- ○ g. How to help my child develop her/his talents.
- ○ h. Helping children take tests.
- ○ i. Understanding middle schools.
- ○ j. How to serve on a school committee or council.
- ○ k. Other topics you want *(describe)*: _____
- ○ l. In the past year, did you attend a workshop at school?
  - ○ Yes ○ No
  - *On what topic*: _____

Q6. Over the past two years, how much has the school involved you at school and at home?

- ○ a. School involved me less this year than last.
- ○ b. School involved me about the same in both years.
- ○ c. School involved me more this year than last.

Q7. All communities have information that would help families. Which services in your community would you like to know more about? *Mark the information you want.*

- ○ a. Health care for children and families.
- ○ b. Family counseling.
- ○ c. Job training for parents/adults.
- ○ d. Adult education.
- ○ e. Parenting classes.
- ○ f. Child care.
- ○ g. After-school tutoring.
- ○ h. After-school sports activities.
- ○ i. Other after-school clubs or lessons to develop talents.
- ○ j. Community service that children can do.
- ○ k. Summer programs for children.
- ○ l. Information on museums, shows, and events in the community.
- ○ m. Other *(Describe)*: _____

Answer these questions about your OLDEST child in this school.

Q8. ABOUT HOMEWORK . . .

a. About how much time does your child spend doing homework on most school days? (*Mark one*)

Minutes my child does homework on most school days:

- ○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
- ○ 5 - 10 ○ 25 - 30 ○ 50 - 60

b. How much time do you spend helping your child with homework on an average night?

Minutes of my time:

- ○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
- ○ 5 - 10 ○ 25 - 30 ○ 50 - 60

c. How much time could you spend working with your child if the teacher showed you what to do?

Minutes I could spend:

- ○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
- ○ 5 - 10 ○ 25 - 30 ○ 50 - 60

d. Do you have time on weekends to work with your child on projects or homework for school?

- ○ Yes ○ No

DC:98081

Q9. ABOUT YOUR CHILD AND FAMILY . . .

a. How is your <u>oldest child at this school</u> doing in schoolwork?

- ○ TOP student ○ FAIR student
- ○ GOOD student ○ POOR student
- ○ OK, AVERAGE student

b. How does your <u>oldest child at this school</u> like school this year?

- ○ Likes school a lot ○ Does not like school much
- ○ Likes school a little ○ Does not like school at all

c. How often does your <u>oldest child at this school</u> promptly deliver notices home?

- ○ Always ○ Once in a while
- ○ Usually ○ Never

d. How often does your <u>oldest child at this school</u> complete all homework on time?

- ○ Always ○ Once in a while
- ○ Usually ○ Never

e. WHEN can you attend conferences, meetings, or workshops at the school? (*Mark all that apply*)

- ○ Morning ○ Evening
- ○ Afternoon ○ Cannot ever attend

f. How many adults live at home?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

g. How many children live at home?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

h. What is your highest education? (*Mark one*)

- ○ Did not complete high school ○ Some college or training
- ○ Completed high school ○ College degree

i. Are you employed now? (*Mark one*)

- ○ Employed full-time ○ Not employed now
- ○ Employed part-time

j. HOW MANY CHILDREN in your family go to <u>this</u> school this year?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

k. What GRADES are they in? (*Mark all the grades of your children in <u>this</u> school that apply*)

- ○ Kindergarten ○ Grade 3 ○ Other
- ○ Grade 1 ○ Grade 4
- ○ Grade 2 ○ Grade 5

Thank You!

© 1993, Joyce L. Epstein and Karen Clark Salinas, John Hopkins University, Center on Families, Communities, Schools and Children's Learning, Baltimore, Maryland
Printed with Permission.

This document has been edited, adopted, and revised by Kim Rocha Vadenais, Doctoral Candidate, North Carolina State University, Raleigh, NC; August 1998 - KRVadenais@aol.com

BEST COPY AVAILABLE

School, Family, Partnerships Survey
of Parents / Guardians on
TRADITIONAL CATHOLIC EDUCATION
OUR LADY OF LOURDES SCHOOL

Dear Parent or Guardian:

School leaders are working to improve ways traditional catholic schools and families can assist each other and help all children succeed in school. We would like your ideas about this. To have the most useful direction, we need ideas from EVERY family.

Your answers will be grouped together with those from other Our Lady of Lourdes School parents/guardians. Parents or guardians whose children are in grades 6-8, please mark "other" in *statement k question nine.* No individual will ever be identified. We hope you will answer all questions as completely and sincerely as you can. The results of the survey will be on file with the principal of your school in a summary report.

We are counting on your ideas for this research report. Our Lady of Lourdes School will be the first traditional catholic school system in the country to use this School, Family, Partnerships Survey for evaluation and improvement. Please take a few minutes to complete the survey form using the enclosed pencil which you may keep as a gift for assisting us in this project.

After you complete the survey, seal the envelope and have your child return the survey to his/her teacher on Monday, September 21st. If you have more than one child in the school, please answer the questions based on the oldest child in this school.

Thank you for participating in this very important survey. Together we can make a difference for providing educational readiness to students attending Our Lady of Lourdes Catholic School.

Sincerely,

Kim Rocha Vadenais
North Carolina State University

BEST COPY AVAILABLE

SCHOOL AND FAMILY PARTNERSHIPS SURVEY

MARKING INSTRUCTIONS
- Use pen or pencil, but do not use red.
- Make dark marks that fill oval completely.
- Make erasures cleanly.

RIGHT MARK ●

This survey should be answered by the Parent or Guardian who has the most contact with this school about your child. ***If you have more than one child attending this school, please answer the questions on this survey about your oldest child at this school.***

Is your oldest child a:
○ Boy ○ Girl

This survey is being used at my child's:
○ Year-round school ○ Traditional school

Who is filling out this survey? Please mark if you are. . .
○ mother ○ father ○ stepmother ○ stepfather
○ aunt ○ uncle ○ grandmother ○ grandfather
○ guardian ○ other relative ○ other (*describe*) _____

Q1. We would like to know how you feel about this school right NOW. This will help us plan for the future. ***Please mark one choice for each statement.***

How do you feel about these?

4 AGREE STRONGLY WITH THE STATEMENT
3 AGREE A LITTLE WITH THE STATEMENT
2 DISAGREE A LITTLE WITH THE STATEMENT
1 DISAGREE STRONGLY WITH THE STATEMENT

	4	3	2	1
a. This is a very good school.	○	○	○	○
b. The teachers care about my child.	○	○	○	○
c. I feel welcome at the school.	○	○	○	○
d. This school has an active parent organization (e.g., PTA/PTO).	○	○	○	○
e. My child talks about school at home.	○	○	○	○
f. My child should get more homework.	○	○	○	○
g. Many parents I know help out at the school.	○	○	○	○
h. The school and I have different goals for my child.	○	○	○	○
i. I feel I can help my child in reading.	○	○	○	○
j. I feel I can help my child in math.	○	○	○	○
k. I could help my child more if the teacher gave me more ideas.	○	○	○	○
l. My child is learning as much as he/she can at this school.	○	○	○	○
m. Parents at this school get involved more in the younger grades.	○	○	○	○
n. This school is known for trying new programs.	○	○	○	○
o. This school views parents as important partners.	○	○	○	○
p. The community supports this school.	○	○	○	○
q. This school is one of the best schools for students and for parents.	○	○	○	○

Q2. Some families want more information about what their children are learning in each subject. ***Mark which SUBJECTS you want to know more about to help your child.***

○ Math skills	○ Social Studies	○ Current Events
○ Reading skills	○ Science	○ Study skills
○ Writing stories	○ Handwriting	○ Other (*describe*)
○ Spelling	○ Speaking skills	_____

Q3. Families get involved in different ways at school or at home. Which of the following have you done this year with the OLDEST CHILD you have in this school? ***Please mark one choice for each item.***

4 HAVE DONE THIS MANY TIMES THIS YEAR
3 HAVE DONE THIS A FEW TIMES THIS YEAR
2 HAVE DONE THIS ONE OR TWO TIMES THIS YEAR
1 DO NOT DO THIS OR HAVE NOT YET THIS YEAR

	4	3	2	1
a. Talk to my child about school.	○	○	○	○
b. Visit my child's classroom.	○	○	○	○
c. Read to my child.	○	○	○	○
d. Listen to my child read.	○	○	○	○
e. Listen to a story my child wrote.	○	○	○	○
f. Help my child with homework.	○	○	○	○
g. Practice spelling or other skills before a test.	○	○	○	○
h. Talk with my child about a TV show.	○	○	○	○
i. Help my child plan time for homework and chores.	○	○	○	○
j. Talk with my child's teacher at school.	○	○	○	○
k. Talk with my child's teacher on the phone.	○	○	○	○
l. Go to PTA/PTO meetings.	○	○	○	○
m. Check to see that my child has done his/her homework.	○	○	○	○
n. Volunteer at school or in my child's classroom.	○	○	○	○
o. Go to special events at school.	○	○	○	○
p. Take my child to a library.	○	○	○	○
q. Take my child to special places or events in the community.	○	○	○	○
r. Tell my child how important school is.	○	○	○	○

Q4. Schools contact families in different ways. ***Please mark one choice to tell if the school has done these things THIS YEAR.***

3 SCHOOL DOES THIS VERY WELL
2 SCHOOL DOES THIS, BUT COULD DO BETTER
1 SCHOOL DOES NOT DO THIS

	3	2	1
a. Help me understand my child's stage of development.	○	○	○
b. Tell me how my child is doing in school.	○	○	○
c. Tell me what skills my child needs to learn each year.	○	○	○
d. Have a parent-teacher conference with me.	○	○	○
e. Explain how to check my child's homework.	○	○	○
f. Send home news about things happening at school.	○	○	○
g. Give me information about how report card grades are earned.	○	○	○
h. Assign homework that requires my child to talk with me about things learned in class.	○	○	○
i. Send home clear notices that I can read easily.	○	○	○
j. Contact me if my child is having problems.	○	○	○
k. Invite me to programs at school.	○	○	○
l. Contact me if my child does something well or improves.	○	○	○
m. Ask me to volunteer at the school.	○	○	○
n. Invite me to PTA/PTO meetings.	○	○	○
o. Ask me to help with fund raising.	○	○	○
p. Include parents on school committees such as curriculum, budgets, and school improvement.	○	○	○
q. Provide information on community services that I may want to use.	○	○	○

Survey form designed and printed by Data Capture Solutions 1-800-254-2925

PLEASE CONTINUE ON REVERSE

BEST COPY AVAILABLE

Q5. Some families want to attend WORKSHOPS on topics they want to hear more about. *MARK THE ONES that interest you. . . or suggest a few . . .*

- ○ a. How children grow and develop at my child's age.
- ○ b. How to discipline children.
- ○ c. Solving school problems and preventing dropping out.
- ○ d. Preventing health problems.
- ○ e. How to deal with stress.
- ○ f. Raising children as a single parent.
- ○ g. How to help my child develop her/his talents.
- ○ h. Helping children take tests.
- ○ i. Understanding middle schools.
- ○ j. How to serve on a school committee or council.
- ○ k. Other topics you want *(describe)*: _____
- ○ l. In the past year, did you attend a workshop at school?
  - ○ Yes ○ No

  On what topic: _____

Q6. Over the past two years, how much has the school involved you at school and at home?

- ○ a. School involved me less this year than last.
- ○ b. School involved me about the same in both years.
- ○ c. School involved me more this year than last.

Q7. All communities have information that would help families. Which services in your community would you like to know more about? *Mark the information you want.*

- ○ a. Health care for children and families.
- ○ b. Family counseling.
- ○ c. Job training for parents/adults.
- ○ d. Adult education.
- ○ e. Parenting classes.
- ○ f. Child care.
- ○ g. After-school tutoring.
- ○ h. After-school sports activities.
- ○ i. Other after-school clubs or lessons to develop talents.
- ○ j. Community service that children can do.
- ○ k. Summer programs for children.
- ○ l. Information on museums, shows, and events in the community.
- ○ m. Other *(Describe)*: _____

Answer these questions about your OLDEST child in this school.

Q8. ABOUT HOMEWORK . . .

a. About how much time does your child spend doing homework on most school days? (*Mark one*)

Minutes my child does homework on most school days:

○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
○ 5 - 10 ○ 25 - 30 ○ 50 - 60

b. How much time do you spend helping your child with homework on an average night?

Minutes of my time:

○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
○ 5 - 10 ○ 25 - 30 ○ 50 - 60

c. How much time could you spend working with your child if the teacher showed you what to do?

Minutes I could spend:

○ none ○ 15 - 20 ○ 35 - 45 ○ over 1 hour
○ 5 - 10 ○ 25 - 30 ○ 50 - 60

d. Do you have time on weekends to work with your child on projects or homework for school?

○ Yes ○ No

DC:58081

BEST COPY AVAILABLE

Q9. ABOUT YOUR CHILD AND FAMILY . . .

a. How is your <u>oldest child at this school</u> doing in schoolwork?

○ TOP student ○ FAIR student
○ GOOD student ○ POOR student
○ OK, AVERAGE student

b. How does your <u>oldest child at this school</u> like school this year?

○ Likes school a lot ○ Does not like school much
○ Likes school a little ○ Does not like school at all

c. How often does your <u>oldest child at this school</u> promptly deliver notices home?

○ Always ○ Once in a while
○ Usually ○ Never

d. How often does your <u>oldest child at this school</u> complete all homework on time?

○ Always ○ Once in a while
○ Usually ○ Never

e. WHEN can you attend conferences, meetings, or workshops at the school? *(Mark all that apply)*

○ Morning ○ Evening
○ Afternoon ○ Cannot ever attend

f. How many adults live at home?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

g. How many children live at home?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

h. What is your highest education? *(Mark one)*

○ Did not complete high school ○ Some college or training
○ Completed high school ○ College degree

i. Are you employed now? *(Mark one)*

○ Employed full-time ○ Not employed now
○ Employed part-time

j. HOW MANY CHILDREN in your family go to <u>this</u> school this year?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

k. What GRADES are they in? (*Mark all the grades of your children in <u>this</u> school that apply*)

○ Kindergarten ○ Grade 3 ○ Other
○ Grade 1 ○ Grade 4
○ Grade 2 ○ Grade 5

Thank You!

© 1993, Joyce L. Epstein and Karen Clark Salinas, John Hopkins University, Center on Families, Communities, Schools and Children's Learning, Baltimore, Maryland. Printed with Permission.

This document has been edited, adopted, and revised by Kim Rocha Vadenais, Doctoral Candidate, North Carolina State University, Raleigh, NC: August 1998 - KRVadenais@aol.com

Our Lady Of Lourdes Catholic School
Raleigh, North Carolina
School, Family, Partnership Survey
Survey Results

Sex of oldest child

OLDEST	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1: Boy	99	51.3	103	53.4
2: Girl	90	46.6	193	100.0

Who filled in form

WHOFILL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	7	3.6	7	3.6
1: Mother	163	84.5	170	88.1
2: Father	23	11.9	193	100.0

This is very good school

Q1A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	1	0.5	1	0.5
2: Disagr little	5	2.6	6	3.1
3: Agr little	25	13.0	31	16.1
4: Str agree	162	83.9	193	100.0

Teachers care about my child

			Cumulative	Cumulative

BEST COPY AVAILABLE

Q1B	Frequency	Percent	Frequency	Percent
Missing	1	0.5	1	0.5
1: Str disagr	1	0.5	2	1.0
2: Disagr little	3	1.6	5	2.6
3: Agr little	31	16.1	36	18.7
4: Str agree	157	81.3	193	100.0

I feel welcome at the school

Q1C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1: Str disagr	6	3.1	9	4.7
2: Disagr little	15	7.8	24	12.4
3: Agr little	39	20.2	63	32.6
4: Str agree	130	67.4	193	100.0

School has active PTA/PTO

Q1D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1: Str disagr	3	1.6	6	3.1
2: Disagr little	11	5.7	17	8.8
3: Agr little	60	31.1	77	39.9
4: Str agree	116	60.1	193	100.0

My child talks about school at home

Q1E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	6	3.1	6	3.1
1: Str disagr	4	2.1	10	5.2
2: Disagr little	5	2.6	15	7.8
3: Agr little	45	23.3	60	31.1
4: Str agree	133	68.9	193	100.0

My child should get more homework

Q1F	Frequency	Percent	Cumulative Frequency	Cumulative Percent

BEST COPY AVAILABLE

Missing	3	1.6	3	1.6
1: Str disagr	66	34.2	69	35.8
2: Disagr little	85	44.0	154	79.8
3: Agr little	33	17.1	187	96.9
4: Str agree	6	3.1	193	100.0

Many parents I know help out at school

Q1G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: Str disagr	1	0.5	3	1.6
2: Disagr little	11	5.7	14	7.3
3: Agr little	57	29.5	71	36.8
4: Str agree	122	63.2	193	100.0

Freuqency distribution of all questions for

Our Lady of Lourdes Catholic School <tabs_2.sas>
11:13 Tuesday, October 27, 1998

Sch and I have diff goals for my child

Q1H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1: Str disagr	133	68.9	136	70.5
2: Disagr little	28	14.5	164	85.0
3: Agr little	19	9.8	183	94.8
4: Str agree	10	5.2	193	100.0

I feel I can help my child in reading

Q1I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: Str disagr	3	1.6	5	2.6
2: Disagr little	5	2.6	10	5.2
3: Agr little	60	31.1	70	36.3
4: Str agree	123	63.7	193	100.0

I feel I can help my child in math

			Cumulative	Cumulative

BEST COPY AVAILABLE

Q1J	Frequency	Percent	Frequency	Percent
1: Str disagr	3	1.6	3	1.6
2: Disagr little	8	4.1	11	5.7
3: Agr little	54	28.0	65	33.7
4: Str agree	128	66.3	193	100.0

Need more ideas from teacher to help

Q1K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1: Str disagr	43	22.3	43	22.3
2: Disagr little	64	33.2	107	55.4
3: Agr little	67	34.7	174	90.2
4: Str agree	19	9.8	193	100.0

My child is learning as much can

Q1L	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1: Str disagr	6	3.1	6	3.1
2: Disagr little	44	22.8	50	25.9
3: Agr little	65	33.7	115	59.6
4: Str agree	78	40.4	193	100.0

Prnts in sch get involved more-yngr grds

Q1M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	8	4.1	8	4.1
1: Str disagr	14	7.3	22	11.4
2: Disagr little	60	31.1	82	42.5
3: Agr little	69	35.8	151	78.2
4: Str agree	42	21.8	193	100.0

School is know for trying new programs

Q1N	Frequency	Percent	Cumulative Frequency	Cumulative Percent

BEST COPY AVAILABLE

	8	4.1	8	4.1
Missing	14	7.3	22	11.4
1: Str disagr	68	35.2	90	46.6
2: Disagr little	85	44.0	175	90.7
3: Agr little	18	9.3	193	100.0
4: Str agree				

School views prnts as important partners

Q1O	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	3	1.6	3	1.6
Missing	6	3.1	9	4.7
1: Str disagr	10	5.2	19	9.8
2: Disagr little	46	23.8	65	33.7
3: Agr little	128	66.3	193	100.0
4: Str agree				

This community supports this school

Q1P	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	3	1.6	3	1.6
Missing	34	17.6	37	19.2
1: Str disagr	59	30.6	96	49.7
2: Disagr little	61	31.6	157	81.3
3: Agr little	36	18.7	193	100.0
4: Str agree				

School one of the best for stds/parents

Q1Q	Frequency	Percent	Cumulative Frequency	Cumulative Percent
	2	1.0	2	1.0
Missing	5	2.6	7	3.6
1: Str disagr	5	2.6	12	6.2
2: Disagr little	48	24.9	60	31.1
3: Agr little	133	68.9	193	100.0
4: Str agree				

Want more info about: Math skills

Q2A	Frequency	Percent	Cumulative Frequency	Cumulative Percent

BEST COPY AVAILABLE

0: Not marked	126	65.3	126	65.3
1: Marked	67	34.7	193	100.0

Want more info about: Social Studies

Q2B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	147	76.2	147	76.2
1: Marked	46	23.8	193	100.0

Want more info about: Current Events

Q2C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	161	83.4	161	83.4
1: Marked	32	16.6	193	100.0

Want more info about: Reading skills

Q2D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	140	72.5	140	72.5
1: Marked	53	27.5	193	100.0

Want more info about: Science

Q2E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	139	72.0	139	72.0
1: Marked	54	28.0	193	100.0

Want more info about: Study skills

Q2F	Frequency	Percent	Cumulative Frequency	Cumulative Percent

BEST COPY AVAILABLE

0: Not marked	118	61.1	118	61.1
1: Marked	75	38.9	193	100.0

Want more info about: Writing stories

Q2G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	139	72.0	139	72.0
1: Marked	54	28.0	193	100.0

Want more info about: Handwriting

Q2H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	176	91.2	176	91.2
1: Marked	17	8.8	193	100.0

Want more info about: Other

Q2I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	167	86.5	167	86.5
1: Marked	26	13.5	193	100.0

Freuqency distribution of all questions for

7

Our Lady of Lourdes Catholic School <tabs_2.sas>

11:13 Tuesday, October

27, 1998

Want more info about: Spelling

Q2J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	179	92.7	179	92.7
1: Marked	14	7.3	193	100.0

Want more info about: Speaking skills

Q2K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	146	75.6	146	75.6
1: Marked	47	24.4	193	100.0

BEST COPY AVAILABLE

Oldest: Talk with my child about school

Q3A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3: few times	8	4.1	8	4.1
4: many times	185	95.9	193	100.0

Oldest: Visit my child's classroom

Q3B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1: 0, not yet	43	22.3	46	23.8
2: 1-2 this yr	100	51.8	146	75.6
3: few times	29	15.0	175	90.7
4: many times	18	9.3	193	100.0

Oldest: Read to my child

Q3C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1: 0, not yet	33	17.1	37	19.2
2: 1-2 this yr	22	11.4	59	30.6
3: few times	44	22.8	103	53.4
4: many times	90	46.6	193	100.0

Oldest: Listen to my child read

Q3D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	6	3.1	6	3.1
1: 0, not yet	24	12.4	30	15.5
2: 1-2 this yr	25	13.0	55	28.5
3: few times	53	27.5	108	56.0
4: many times	85	44.0	193	100.0

BEST COPY AVAILABLE

Oldest: Listen to story my child wrote

Q3E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1: 0, not yet	37	19.2	41	21.2
2: 1-2 this yr	44	22.8	85	44.0
3: few times	49	25.4	134	69.4
4: many times	59	30.6	193	100.0

Oldest: help my child with homework

Q3F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	5	2.6	5	2.6
1: 0, not yet	11	5.7	16	8.3
2: 1-2 this yr	14	7.3	30	15.5
3: few times	35	18.1	65	33.7
4: many times	128	66.3	193	100.0

Oldest: Prctc spllng/oth skills-my child

Q3G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	6	3.1	6	3.1
1: 0, not yet	19	9.8	25	13.0
2: 1-2 this yr	19	9.8	44	22.8
3: few times	24	12.4	68	35.2
4: many times	125	64.8	193	100.0

Oldest: Talk with child about a TV show

Q3H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: 0, not yet	12	6.2	14	7.3
2: 1-2 this yr	40	20.7	54	28.0
3: few times	58	30.1	112	58.0
4: many times	81	42.0	193	100.0

BEST COPY AVAILABLE

Oldest: Check if my child did homework

Q3M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1: 0, not yet	11	5.7	14	7.3
2: 1-2 this yr	5	2.6	19	9.8
3: few times	21	10.9	40	20.7
4: many times	153	79.3	193	100.0

Oldest: Vol at sch/my child's classroom

Q3N	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: 0, not yet	46	23.8	48	24.9
2: 1-2 this yr	38	19.7	86	44.6
3: few times	35	18.1	121	62.7
4: many times	72	37.3	193	100.0

Oldest: Go to special events at school

Q3O	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	5	2.6	5	2.6
1: 0, not yet	36	18.7	41	21.2
2: 1-2 this yr	58	30.1	99	51.3
3: few times	44	22.8	143	74.1
4: many times	50	25.9	193	100.0

Oldest: Take my child to a library

Q3P	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1: 0, not yet	25	13.0	29	15.0
2: 1-2 this yr	32	16.6	61	31.6
3: few times	46	23.8	107	55.4

BEST COPY AVAILABLE

4: many times	86	44.6	193	100.0

Oldest: Take my child to spcl plcs/evnts

Q3Q	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1: 0, not yet	5	2.6	8	4.1
2: 1-2 this yr	28	14.5	36	18.7
3: few times	60	31.1	96	49.7
4: many times	97	50.3	193	100.0

Oldest: Tell my child how impt school is

Q3R	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: 0, not yet	2	1.0	4	2.1
2: 1-2 this yr	3	1.6	7	3.6
3: few times	20	10.4	27	14.0
4: many times	166	86.0	193	100.0

Sch: Hlps me undrstnd chld's stg devlp

Q4A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	6	3.1	6	3.1
1:Doesn't do	51	26.4	57	29.5
2:Does-cld imprv	70	36.3	127	65.8
3:Does-vry well	66	34.2	193	100.0

Sch: Tells me how my child is doing

Q4B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	5	2.6	5	2.6
1:Doesn't do	10	5.2	15	7.8
2:Does-cld imprv	77	39.9	92	47.7
3:Does-vry well	101	52.3	193	100.0

BEST COPY AVAILABLE

Sch: Tells me skls child needs to learn

Q4C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	8	4.1	8	4.1
1:Doesn't do	36	18.7	44	22.8
2:Does-cld imprv	83	43.0	127	65.8
3:Does-vry well	66	34.2	193	100.0

Sch: Has prnt-tchr conference with me

Q4D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	14	7.3	14	7.3
1:Doesn't do	10	5.2	24	12.4
2:Does-cld imprv	58	30.1	82	42.5
3:Does-vry well	111	57.5	193	100.0

Sch: Explns how to chk child's homework

Q4E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	12	6.2	12	6.2
1:Doesn't do	72	37.3	84	43.5
2:Does-cld imprv	52	26.9	136	70.5
3:Does-vry well	57	29.5	193	100.0

Sch: Sends home news abt things at sch

Q4F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	5	2.6	5	2.6
1:Doesn't do	3	1.6	8	4.1
2:Does-cld imprv	23	11.9	31	16.1
3:Does-vry well	162	83.9	193	100.0

Sch: Gives me info ab how rpcd grds ernd

BEST COPY AVAILABLE

Q4G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	9	4.7	9	4.7
1:Doesn't do	25	13.0	34	17.6
2:Does-cld imprv	57	29.5	91	47.2
3:Does-vry well	102	52.8	193	100.0

Sch: Assgns hmwrk requires chld talk/me

Q4H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	8	4.1	8	4.1
1:Doesn't do	50	25.9	58	30.1
2:Does-cld imprv	63	32.6	121	62.7
3:Does-vry well	72	37.3	193	100.0

Sch: Sends clear notices I can read esly

Q4I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1:Doesn't do	6	3.1	9	4.7
2:Does-cld imprv	27	14.0	36	18.7
3:Does-vry well	157	81.3	193	100.0

Sch: Contacts me if child having probs

Q4J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	13	6.7	13	6.7
1:Doesn't do	4	2.1	17	8.8
2:Does-cld imprv	41	21.2	58	30.1
3:Does-vry well	135	69.9	193	100.0

Sch: Invites me to programs at school

Q4K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1:Doesn't do	3	1.6	7	3.6
2:Does-cld imprv	31	16.1	38	19.7
3:Does-vry well	155	80.3	193	100.0

BEST COPY AVAILABLE

Frequency distribution of all questions for

Our Lady of Lourdes Catholic School <tabs_2.sas>
11:13 Tuesday, October 27, 1998

Sch: Contacts me if child does well/impv

Q4L	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	12	6.2	12	6.2
1:Doesn't do	69	35.8	81	42.0
2:Does-cld imprv	59	30.6	140	72.5
3:Does-vry well	53	27.5	193	100.0

Sch: Asks me to volunteer at the school

Q4M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1:Doesn't do	1	0.5	4	2.1
2:Does-cld imprv	22	11.4	26	13.5
3:Does-vry well	167	86.5	193	100.0

Sch: Invites me to PTA/PTO meetings

Q4N	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1:Doesn't do	5	2.6	8	4.1
2:Does-cld imprv	22	11.4	30	15.5
3:Does-vry well	163	84.5	193	100.0

Sch: Asks me to help with fund raising

Q4O	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1:Doesn't do	2	1.0	6	3.1
2:Does-cld imprv	9	4.7	15	7.8
3:Does-vry well	178	92.2	193	100.0

Sch: Includes partens on school cmmttees

BEST COPY AVAILABLE

Q4P	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1:Doesn't do	24	12.4	28	14.5
2:Does-cld imprv	50	25.9	78	40.4
3:Does-vry well	115	59.6	193	100.0

Sch: Prvds info on comm svcs I might use

Q4Q	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	5	2.6	5	2.6
1:Doesn't do	43	22.3	48	24.9
2:Does-cld imprv	68	35.2	116	60.1
3:Does-vry well	77	39.9	193	100.0

Wrkshp: How chldrn child's age grw/deve

Q5A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	122	63.2	122	63.2
1: Marked	71	36.8	193	100.0

Wrkshp: How to discipline children

Q5B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	116	60.1	116	60.1
1: Marked	77	39.9	193	100.0

Wrkshp: Slvng sch probs/prvntng dropouts

Q5C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	175	90.7	175	90.7
1: Marked	18	9.3	193	100.0

BEST COPY AVAILABLE

Wrkshp: Preventing health problems

Q5D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	183	94.8	183	94.8
1: Marked	10	5.2	193	100.0

Freuqency distribution of all questions for

Our Lady of Lourdes Catholic School <tabs_2.sas>

11:13 Tuesday, October

27, 1998

Wrkshp: How to deal with stress

Q5E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	125	64.8	125	64.8
1: Marked	68	35.2	193	100.0

Wrkshp: Raising chldrn as a sngl parent

Q5F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	188	97.4	188	97.4
1: Marked	5	2.6	193	100.0

Wrkshp: How help my child dvlop talents

Q5G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	69	35.8	69	35.8
1: Marked	124	64.2	193	100.0

Wrkshp: Helping children take tests

Q5H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	110	57.0	110	57.0
1: Marked	83	43.0	193	100.0

BEST COPY AVAILABLE

Wrkshp: Understanding middle schools

Q5I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	148	76.7	148	76.7
1: Marked	45	23.3	193	100.0

Wrkshp: How serve on sch commtt/council

Q5J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	184	95.3	184	95.3
1: Marked	9	4.7	193	100.0

Wrkshp: Other topics you want

Q5K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	188	97.4	188	97.4
1: Marked	5	2.6	193	100.0

Attended workshop during past yr at sch

Q5LYN	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	28	14.5	28	14.5
1: Yes	10	5.2	38	19.7
2: No	155	80.3	193	100.0

Past 2 yrs, sch involved you: schl/home

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	15	7.8	15	7.8
1: less this yr	13	6.7	28	14.5
2: about same	146	75.6	174	90.2
3: more this yr	19	9.8	193	100.0

BEST COPY AVAILABLE

Comm svcs: Health care chldrn/families

Q7A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	178	92.2	178	92.2
1: Marked	15	7.8	193	100.0

Comm svcs: Family counceling

Q7B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	174	90.2	174	90.2
1: Marked	19	9.8	193	100.0

Comm svcs: Job traing for parents/adults

Q7C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	188	97.4	188	97.4
1: Marked	5	2.6	193	100.0

Comm svcs: Adult education

Q7D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	177	91.7	177	91.7
1: Marked	16	8.3	193	100.0

Comm svcs: Parenting classes

Q7E	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	157	81.3	157	81.3
1: Marked	36	18.7	193	100.0

BEST COPY AVAILABLE

Comm svcs: Child care

Q7F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	183	94.8	183	94.8
1: Marked	10	5.2	193	100.0

Comm svcs: After-school tutoring

Q7G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	153	79.3	153	79.3
1: Marked	40	20.7	193	100.0

Comm svcs: After-sch sports activities

Q7H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	147	76.2	147	76.2
1: Marked	46	23.8	193	100.0

Comm svcs: Oth after-sch clubs/talent de

Q7I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	112	58.0	112	58.0
1: Marked	81	42.0	193	100.0

Comm svcs: Comm svc that children can do

Q7J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	109	56.5	109	56.5
1: Marked	84	43.5	193	100.0

Comm svcs: Summer programs for children

BEST COPY AVAILABLE

Q7K	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	99	51.3	99	51.3
1: Marked	94	48.7	193	100.0

Comm svcs: Info on museums, shows, evnts

Q7L	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	87	45.1	87	45.1
1: Marked	106	54.9	193	100.0

Comm svcs: Other

Q7M	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	190	98.4	190	98.4
1: Marked	3	1.6	193	100.0

Freuqency distribution of all questions for

20

Our Lady of Lourdes Catholic School <tabs_2.sas>

11:13 Tuesday, October

27, 1998

Time child spends on homework

Q8A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: none	6	3.1	8	4.1
2: 5-10	3	1.6	11	5.7
3: 15-20	24	12.4	35	18.1
4: 25-30	26	13.5	61	31.6
5: 35-45	34	17.6	95	49.2
6: 50-60	37	19.2	132	68.4
7: over 1 hour	61	31.6	193	100.0

Time you spend helping on homework

Q8B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1: none	27	14.0	31	16.1

BEST COPY AVAILABLE

2: 5-10	51	26.4	82	42.5
3: 15-20	58	30.1	140	72.5
4: 25-30	27	14.0	167	86.5
5: 35-45	18	9.3	185	95.9
6: 50-60	1	0.5	186	96.4
7: over 1 hour	7	3.6	193	100.0

If teach showed what to do, how mch time

Q8C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	12	6.2	12	6.2
1: none	11	5.7	23	11.9
2: 5-10	15	7.8	38	19.7
3: 15-20	40	20.7	78	40.4
4: 25-30	34	17.6	112	58.0
5: 35-45	30	15.5	142	73.6
6: 50-60	15	7.8	157	81.3
7: over 1 hour	36	18.7	193	100.0

Do you have wked time help with homework

Q8D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	3	1.6	3	1.6
1: Yes	176	91.2	179	92.7
2: No	14	7.3	193	100.0

Freuqency distribution of all questions for

Our Lady of Lourdes Catholic School <tabs_2.sas>

11:13 Tuesday, October 27, 1998

How is your oldest doing in schoolwork

Q9A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	8	4.1	8	4.1
1: Top student	67	34.7	75	38.9
2: Good student	92	47.7	167	86.5
3: OK/avg stdnt	17	8.8	184	95.3
4: Fair student	5	2.6	189	97.9
5: Poor student	4	2.1	193	100.0

How does yr oldest like school this year

BEST COPY AVAILABLE

Q9B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: Likes-a lot	130	67.4	132	68.4
2: Likes-little	51	26.4	183	94.8
3: Dslks-little	4	2.1	187	96.9
4: Dslks-a lot	6	3.1	193	100.0

How often oldest prmptly delvr notices

Q9C	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
1: Always	118	61.1	122	63.2
2: Usually	58	30.1	180	93.3
3: Once in awhile	12	6.2	192	99.5
4: Never	1	0.5	193	100.0

How often oldest fnsh all hmwrk on time

Q9D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	10	5.2	10	5.2
1: Always	127	65.8	137	71.0
2: Usually	53	27.5	190	98.4
3: Once in awhile	3	1.6	193	100.0

Freuqency distribution of all questions for

Our Lady of Lourdes Catholic School <tabs_2.sas>

11:13 Tuesday, October 27, 1998

When can attend ... at school: Morning

Q9E1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	90	46.6	90	46.6
1: Marked	103	53.4	193	100.0

When can attend ... at school: Afternoon

Q9E2	Frequency	Percent	Cumulative Frequency	Cumulative Percent

EST COPY AVAILABLE

0: Not marked	104	53.9	104	53.9
1: Marked	89	46.1	193	100.0

When can attend ... at school: Evening

Q9E3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	48	24.9	48	24.9
1: Marked	145	75.1	193	100.0

When can attend ... at school: Never

Q9E4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	191	99.0	191	99.0
1: Marked	2	1.0	193	100.0

How many adults live at home

Q9F	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	3.1	6	3.1
2	181	93.8	187	96.9
3	5	2.6	192	99.5
4	1	0.5	193	100.0

How many children live at home

Q9G	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	21	10.9	21	10.9
2	94	48.7	115	59.6
3	54	28.0	169	87.6
4	18	9.3	187	96.9
5: 5 or more	6	3.1	193	100.0

ST COPY AVAILABLE

Your Highest education

Q9H	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	4	2.1	4	2.1
2: HS grad	4	2.1	8	4.1
3: Some col/trnng	38	19.7	46	23.8
4: College grad	147	76.2	193	100.0

Are you employeed now

Q9I	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1: Full-time	77	39.9	79	40.9
2: Part-time	56	29.0	135	69.9
3: Not employeed	58	30.1	193	100.0

How many chldrn in family go to this sch

Q9J	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Missing	2	1.0	2	1.0
1	83	43.0	85	44.0
2	82	42.5	167	86.5
3	19	9.8	186	96.4
4	6	3.1	192	99.5
5: 5 or more	1	0.5	193	100.0

Attend grade: Kindergarten

Q9K1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	155	80.3	155	80.3
1: Marked	38	19.7	193	100.0

Attend grade: Grade 1

Q9K2	Frequency	Percent	Cumulative Frequency	Cumulative Percent

BEST COPY AVAILABLE

0: Not marked	149	77.2	149	77.2
1: Marked	44	22.8	193	100.0

Attend grade: Grade 2

Q9K3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	152	78.8	152	78.8
1: Marked	41	21.2	193	100.0

Attend grade: Grade 3

Q9K4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	148	76.7	148	76.7
1: Marked	45	23.3	193	100.0

Attend grade: Grade 4

Q9K5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	158	81.9	158	81.9
1: Marked	35	18.1	193	100.0

Attend grade: Grade 5

Q9K6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	158	81.9	158	81.9
1: Marked	35	18.1	193	100.0

Attend grade: Other

Q9K7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0: Not marked	112	58.0	112	58.0
1: Marked	81	42.0	193	100.0

----------0D2B6AA10A1AE631ECD74757
Content-Type: text/plain; charset=us-ascii; name="tabs_3.txt"

BEST COPY AVAILABLE

CERTIFICATE OF REGISTRATION

FORM SE
For a Serial
UNITED STATES COPYRIGHT

REG TX 4-026-674

EFFECTIVE DATE OF REGISTRATION
12 15 98
Month Day Year

This Certificate issued under the seal of the Copyright Office in accordance with title 17, United States Code, attests that registration has been made for the work identified below. The information on this certificate has been made a part of the Copyright Office records.

OFFICIAL SEAL

Marybeth Peters
REGISTER OF COPYRIGHTS
United States of America

SEE CONTINUATION SHEET.

1 TITLE OF THIS SERIAL ▼
School and Family Partnerships Survey

Volume ▼ 1 | Number ▼ 1 | Date on Copies ▼ August 1998 | Frequency of Publication ▼

PREVIOUS OR ALTERNATIVE TITLES ▼
School and Family Partnerships Survey

2 a NAME OF AUTHOR ▼
Kim Rocha VADENAIS

DATES OF BIRTH AND DEATH
Year Born ▼ 1960 Year Died ▼ N/A

Was this contribution to the work a "work made for hire"?
☐ Yes
☒ No

AUTHOR'S NATIONALITY OR DOMICILE
Name of Country
OR { Citizen of ▶ U.S.A.
Domiciled in ▶ U.S.A.

WAS THIS AUTHOR'S CONTRIBUTION TO THE WORK
If the answer to either of these questions is "Yes," see detailed instructions.
Anonymous? ☐ Yes ☒ No
Pseudonymous? ☐ Yes ☒ No

NATURE OF AUTHORSHIP Briefly describe nature of material created by this author in which copyright is claimed. ▼
☐ Collective Work Other: Editorial revision, compilation, plus additional NEW MATERIAL

NOTE Under the law, the "author" of a "work made for hire" is generally the employer, not the employee (see instructions). For any part of this work that was "made for hire" check "Yes" in the space provided, give the employer (or other person for whom the work was prepared) as "Author" of that part, and leave the space for dates of birth and death blank.

b NAME OF AUTHOR ▼

DATES OF BIRTH AND DEATH
Year Born ▼ Year Died ▼

Was this contribution to the work a "work made for hire"?
☐ Yes
☐ No

AUTHOR'S NATIONALITY OR DOMICILE
Name of Country
OR { Citizen of ▶
Domiciled in ▶

WAS THIS AUTHOR'S CONTRIBUTION TO THE WORK
If the answer to either of these questions is "Yes," see detailed instructions.
Anonymous? ☐ Yes ☐ No
Pseudonymous? ☐ Yes ☐ No

NATURE OF AUTHORSHIP Briefly describe nature of material created by this author in which copyright is claimed. ▼
☐ Collective Work Other:

c NAME OF AUTHOR ▼

DATES OF BIRTH AND DEATH
Year Born ▼ Year Died ▼

Was this contribution to the work a "work made for hire"?
☐ Yes
☐ No

AUTHOR'S NATIONALITY OR DOMICILE
Name of Country
OR { Citizen of ▶
Domiciled in ▶

WAS THIS AUTHOR'S CONTRIBUTION TO THE WORK
If the answer to either of these questions is "Yes," see detailed instructions.
Anonymous? ☐ Yes ☐ No
Pseudonymous? ☐ Yes ☐ No

NATURE OF AUTHORSHIP Briefly describe nature of material created by this author in which copyright is claimed. ▼
☐ Collective Work Other:

3 a YEAR IN WHICH CREATION OF THIS ISSUE WAS COMPLETED This information must be given in all cases. 1998 ◀ Year

b DATE AND NATION OF FIRST PUBLICATION OF THIS PARTICULAR ISSUE Complete this information ONLY if this work has been published. Month ▶ September Day ▶ 1 Year ▶ 1998
U.S.A. ◀ Nation

4 COPYRIGHT CLAIMANT(S) Name and address must be given even if the claimant is the same as the author given in space 2. ▼
Kim Rocha VADENAIS
5717 Harrington Grove Drive
Raleigh, NC 27613

See instructions before completing this space.

TRANSFER If the claimant(s) named here in space 4 is (are) different from the author(s) named in space 2, give a brief statement of how the claimant(s) obtained ownership of the copyright. ▼

DO NOT WRITE HERE OFFICE USE ONLY

APPLICATION RECEIVED
DEC 15 1998
ONE DEPOSIT RECEIVED
TWO DEPOSITS RECEIVED
DEC 15 1998
REMITTANCE NUMBER AND DATE

MORE ON BACK ▶ • Complete all applicable spaces (numbers 5-11) on the reverse side of this page. • See detailed instructions. • Sign the form at line 10.

DO NOT WRITE HERE
Page 1 of 2 pages

BEST COPY AVAILABLE

CHECKED BY

☐ CORRESPONDENCE
Yes

FOR COPYRIGHT OFFICE USE ONLY

DO NOT WRITE ABOVE THIS LINE. IF YOU NEED MORE SPACE, USE A SEPARATE CONTINUATION SHEET.

PREVIOUS REGISTRATION Has registration for this issue, or for an earlier version of this particular issue, already been made in the Copyright Office? **5**

☒ Yes ☐ No If your answer is "Yes," why is another registration being sought? (Check appropriate box) ▼

a. ☐ This is the first published edition of an issue previously registered in unpublished form.

b. ☐ This is the first application submitted by this author as copyright claimant.

c. ☒ This is a changed version of this issue, as shown by space 6 on this application.

If your answer is "Yes," give: Previous Registration Number ▼ Year of Registration ▼

TX 3-[illegible] 1993

DERIVATIVE WORK OR COMPILATION Complete both space 6a and 6b for a derivative work; complete only 6b for a compilation. **6**

a. Preexisting Material Identify any preexisting work or works that this work is based on or incorporates. ▼

"Editorial revisions, annotations and other modifications"

b. Material Added to This Work Give a brief, general statement of the material that has been added to this work and in which copyright is claimed ▼

"Editorial revisions and additions to the Survey"

See instructions before completing this space.

7

—space deleted—

REPRODUCTION FOR USE OF BLIND OR PHYSICALLY HANDICAPPED INDIVIDUALS A signature on this form at space 10 and a check in one of the boxes here in space 8 constitutes a non-exclusive grant of permission to the Library of Congress to reproduce and distribute solely for the blind and physically handicapped and under the conditions and limitations prescribed by the regulations of the Copyright Office: (1) copies of the work identified in space 1 of this application in Braille (or similar tactile symbols); or (2) phonorecords embodying a fixation of a reading of that work; or (3) both. **8**

a ☒ Copies and Phonorecords b ☐ Copies Only c ☐ Phonorecords Only

See instructions.

DEPOSIT ACCOUNT If the registration fee is to be charged to a Deposit Account established in the Copyright Office, give name and number of Account. **9**

Name ▼ Account Number ▼

CORRESPONDENCE Give name and address to which correspondence about this application should be sent. Name/Address/Apt/City/State/ZIP ▼

Kim Rocha Vadenais
5717 Harrington Grove Drive
Raleigh, NC 27613

919-870-1273 ⇒ FAX
919-847-3450
919-870-5350

Area Code and Telephone Number ▶

Be sure to give your daytime phone ◀ number

CERTIFICATION* I, the undersigned, hereby certify that I am the **10**

Check only one ▶
☒ author
☐ other copyright claimant
☐ owner of exclusive right(s)
☐ authorized agent of

Name of author or other copyright claimant, or owner of exclusive right(s) ▲

of the work identified in this application and that the statements made by me in this application are correct to the best of my knowledge.

Typed or printed name and date ▼ If this application gives a date of publication in space 3, do not sign and submit it before that date.

Kim Rocha Vadenais date ▶ 12-12-98

Handwritten signature (X) ☞ Kim Rocha Vadenais

MAIL CERTIFICATE TO **11**

Certificate will be mailed in window envelope

Name ▼ Kim Rocha Vadenais

Number/Street/Apt ▼ 5717 Harrington Grove Drive

City/State/ZIP ▼ Raleigh, North Carolina 27613

- Complete all necessary spaces
- Sign your application in space 10

SEND ALL 3 ELEMENTS IN THE SAME PACKAGE:
1. Application form
2. Nonrefundable $30 filing fee in check or money order payable to Register of Copyrights
3. Deposit material

Register of Copyrights
Library of Congress
Washington, D.C. 20559-6000

*17 U.S.C. § 506(e): Any person who knowingly makes a false representation of a material fact in the application for copyright registration provided for by section 409, or in any written statement filed in connection with the application, shall be fined not more than $2,500.

June 1995—100,000

☆U.S. GOVERNMENT PRINTING OFFICE: 1995-387-391/40,511

BEST COPY AVAILABLE